

2015 Annual Report to the School Community

Wallington Primary School

School Number: 3345



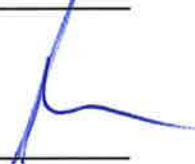
Name of School Principal:

Leigh McLaren



Name of School Council President:

James Watson



Date of Endorsement:

23 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Wallington Primary School has a small student population compared to the surrounding schools. The rural aspect of the school provides it with a tranquil outlook that contributes to the positive learning environment. The student enrolment numbers is at 147 students (as of Dec 2015). In 2016 an additional class will be added to cater for the larger number of students in Preps - 2

The school has an excellent partnership with the wider community and works hard to provide an inclusive environment for all. The learning environment at Wallington is a positive one and is complimented by the physical features of the school. There is a high level of participation through classroom helpers, School Council, Parents Club and the Strawberry Fair. Wallington Primary School has 9.9 EFT teaching staff (including Principal), 2.8 EFT Educational Support Staff, and .099 EFT Special Needs Teacher. The dedication of the staff to the education of the children is excellent and all staff strive to support all children in their learning.

Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) (percentage of students in Years Prep to 6 with a grade of C or above) shows the combined results, indicates that the school continually performs slightly above (not significantly) the state median in English and slightly below (not significantly) in Numeracy.

Naplan: In all reported areas of NAPLAN Wallington Primary School performed above the state median
Year 3 Naplan data shows that on average our students achieve above the state median in Reading and Numeracy. Gains in Literacy and Numeracy are just above the state median in the 4 year trend data in comparison with the state median.

Year 5 Naplan data shows the school performing well above the state median in Reading and above in Numeracy. This data is showing that Wallington continually achieves above the state median, in the 4 year trend data, which suggests that the school is achieving at a higher rate as similar schools and we are performing within the top 40% of schools in the state in Reading

Naplan Learning Gain: That above 87% students showed Medium and High Growth in Reading, Numeracy, Spelling, and Grammar and Punctuation. However the Medium and High Growth in writing was less.

Through Professional Learning, teachers are further developing their deeper knowledge in the area of Literacy and Numeracy to ensure improved learning outcomes for students.

Engagement

The overall attendance data is at an average of 92% for 2015. This is slightly higher than the state average, but the median is still similar to other schools. The figures are influenced heavily by families taking extended holidays during the school term. The 4 year average remains at a similar level and is at the state mean. The school is active in following up attendance. The introduction of the school app has made it easier for parents to notify the school of absences. The school will continue to promote 'Every Day Counts'.

Wellbeing

The Students Attitude to Schools Survey is conducted with the grade 5 and 6 students. The school score for the survey is below the state median score. The trend data for the survey is similar to other comparison schools. The school data is within the top 60% of similar schools. The school continues to enhance this connectedness to school by implementing and promoting student input in the classroom. Through feedback, meetings, etc. students can have a greater ownership of their learning. Students are given the opportunity for input into the decision making process as individuals, whole class and whole school.

Teachers' knowledge of individual students ensures that there is a strong relationship between staff, students and parents. Wallington Primary School has a strong program in place to support the various transitions our students make. It is pleasing to note that the students feel safe at Wallington and the 2015 results equals the state median. The 4 year trend data still indicates a safety factor that is below the safety level perceived by students throughout the state. However this is being addressed through our Social and Emotional Learning program that has been introduced across the school.

The continuing employment of a special needs teacher has provided scope within the schools programs to conduct group sessions with identified students. Along with a Life Skills Program, students are well catered for in terms of their wellbeing needs

Our Prep students' transition to school was again aided by an excellent 3 day orientation program, follow up kinder visits and correspondence. The 'Buddy Program' also contributes to the development their social confidence of our Prep students. The benefit of the program extends to the buddies themselves and promotes leadership, and role modelling. The class teacher also meets with the preschool teachers to develop a profile of the incoming students. This together with a rigorous testing regime in the first month of schooling provides our teachers with a good 'picture' of where our new students are at.

Transition between year levels is also enhanced by the school allocating time for teachers to meet and pass on information/ data to the students' 'new' teacher for the year. Data is collected centrally and is accessible by all staff. Transition documents are compiled at the end of each year and also handed onto the next teacher. Strong communication links with our feeder preschools have been strengthened, with regular meetings with the Early Childhood Network. Our exiting Year 6 students continue to enroll at a range of government, catholic, and independent schools. The Year 6 leadership program, plus an emphasis on Personal Development in Term 4, assisted with transition into secondary school.

Productivity

The school continues to be able to fund a range of programs to enhance the learning opportunities for our students.

The school currently enjoys a good partnership with home. This partnership will be strengthened by developing forums for parents to give more input into the direction of the school. Communication is seen as the key to developing that home – school partnership

As a key role of the School Council, we are continually seeking different ways to engage parents in the school community. This is seen as an ongoing process and the council is currently looking at formalizing this so that community engagement has a strategic intent.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 151 students were enrolled at this school in 2015, 76 female and 75 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

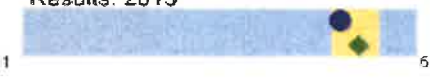







Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> <table border="1" data-bbox="592 806 1082 907"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>95 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	90 %	92 %	91 %	92 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

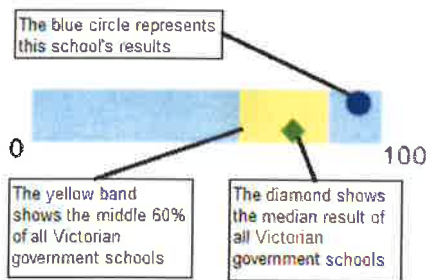
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

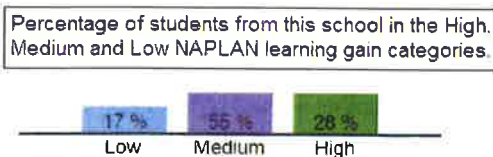
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

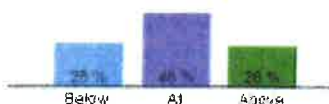
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorized as 'High', the middle 50% is categorized as 'Medium' and the bottom 25% is categorized as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognizes the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,213,480	High Yield Investment Account	\$43,376
Government Provided DE&T Grants	\$129,354	Official Account	\$11,109
Government Grants State	\$8,652	Other Accounts	\$102,031
Revenue Other	\$9,230	Total Funds Available	\$156,516
Locally Raised Funds	\$167,159		
Total Operating Revenue	\$1,421,957		
Expenditure		Financial Commitments	
Student Resource Package	\$1,149,917	Operating Reserve	\$48,136
Books & Publications	\$6,722	Asset/ Equipment Replacement	\$5,000
Communication Costs	\$2,922	Capital – Buildings /Grounds Inc SMS<12 months	\$30,000
Consumables	\$33,883	Maintenance - Buildings/ Grounds Inc SMS<12 months	\$10,000
Miscellaneous Expense	\$51,789	Revenue Receipted in Advance	\$225
Professional Development	\$2,342	School Based Programs	\$10,000
Property and Equipment Services	\$82,542	Other Recurrent Expenditure	\$31,154
Salaries & Allowances	\$51,197	Asset/Equipment Replacement Incl SMS>12months	\$10,000
Trading & Fundraising	\$47,107	Maintenance - Buildings/ Grounds Inc SMS>12 months	\$12,000
Travel & Subsistence	\$2,630		
Utilities	\$15,819		
Total Operating Expenditure	\$1,446,871	Total Financial Commitments	\$108,379
Net Operating Surplus/-Deficit	(\$24,913)		
Asset Acquisitions	\$6,878		

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Wallington Primary School's financial position is sound. Locally raised funds ensure that students resource needs are adequately catered for. During 2016 the school will implement a deficit strategy in relation to the staffing budget. This strategy has been developed with minimal effect upon the teaching program of the school.

